Author–Title Index
Volume 24

Acts of Defiance (and Other Mixed Messages): Taking Up Space in a Nontransfer Course; Smokey Wilson; Dec.: 291-303.

Albert, Janice; rev. of *Juxtapositions* by William Vesterman; Feb.: 71-72.

Albert, Janice; Traveling with Willa Cather; May: 126-30.

Allen, Diane; Tapping the Sources Within: A Three-Step Approach; May: 145-46.

An Interview with Peter Elbow; Kelly Peinado; Oct.: 199-204.

Arguing in Communities by Gary Lane Hatch; rev. by Deb Martin; Oct.: 250-51.

Assessment of Writing: Politics, Policies, Practices ed. by Edward M. White, William D. Lutz, and Sandra Kamusikiri; rev. by Dianne Fallon; Dec.: 335-37.

Ayres, Brenda, and Phillip Gibbs; Mythic America: Developing an Interdisciplinary Course; Dec.: 326-33.

Bailey, Beverly; Writing Abstracts to Improve Reading Skills (What Works for Me); Feb.: 58-59.

Bateman, L. Eric; rev. of *The End of Education: Redefining the Value of School* by Neil Postman; Feb.: 66-68.

Baumflex, Sylviane, Dina Bloom, Karl Dettmer, Douglas DiToro, Anita Friedland, Octavio Gooden, Karlene Gooding, Anne Richardson, Janice Hill, Gene McQuillan, Rebecca Mlynarczyk, Frank Percaccio, and Maria Scordaras; Part-Timers, Full-Timers, and Portfolio Assessment; Dec.: 308-16.

Birkerts, Sven; Reading Against the Current; Oct.: 235-42.

Boese, Peggy, Mary Ellen Byrne, and Louise Silverman; The Rewards of a Publication of Student Writings; Feb.: 42-46.

Border Talk: Writing and Knowing in the Two-Year College by Howard Tinberg; rev. by Michael Matthews; May: 167-68.

Brown, Jane Lightcap; Emphasizing the "What If?" of Revision: Serial Collaboration and Quasi-Hypertext; Feb.: 34-41.

Byrne, Mary Ellen, Louise Silverman, and Peggy Boese; The Rewards of a Publication of Student Writings; Feb.: 42-46.

Chapman, Curtis; The Instructional Worth of Essay Length Requirements (What Concerns Me); Dec.: 280-81.

City on a Hill: Testing the American Dream at City College by James Traub; rev. by Patricia J. McAlexander and Carol A. Myers; Feb.: 64-65.

Collective Research at an Urban Community College; C. Ann Ott; Feb.: 7-13.

Community Colleges Train the Professoriate of the Future; Dana C. Elder, Darin Payne, Stan Lauderbaugh, Bryan West, and Janet Wilbanks; May: 118-25.

Composition in the Twenty-First Century: Crisis and Change ed. by Lynn Z. Bloom, Donald A. Daiker, and Edward M. White; rev. by Howard Tinberg; May: 158-62.

Conlon, Jon R.; Poets' Fall (poem); Dec.: 339.

Coping with the Research Paper; Richard P. Profozich; Dec.: 304-07.

Corrigan, John R.; Teaching Writing to Dyslexic Students: A Guide for the Composition Instructor; Oct.: 205-11.

Craft of Peter Taylor, The by C. Ralph Stephens and Lynda B. Salamon; rev. by John Woodrow Presley; Oct.: 248-49.

Cumulative Comment Folders (What Works for Me); Judy Pearce; Feb.: 61-62.

Daigle, Linda J.; rev. of *From Community to College: Reading and Writing across Diverse Contexts* by Jeff Sommers and Cynthia Lewiecki-Wilson; Feb.: 68-69.

Deisler, Judith A.; rev. of *Writing Permitted in Designated Areas Only* by Linda Brodkey; Feb.: 69-71.

Author–Title Index
Volume 24

Acts of Defiance (and Other Mixed Messages): Taking Up Space in a Nontransfer Course; Smokey Wilson; Dec.: 291-303.

Albert, Janice; rev. of *Juxtapositions* by William Vesterman; Feb.: 71-72.

Albert, Janice; Traveling with Willa Cather; May: 126-30.

Allen, Diane; Tapping the Sources Within: A Three-Step Approach; May: 145-46.

An Interview with Peter Elbow; Kelly Peinado; Oct.: 199-204.

Arguing in Communities by Gary Lane Hatch; rev. by Deb Martin; Oct.: 250-51.

Assessment of Writing: Politics, Policies, Practices ed. by Edward M. White, William D. Lutz, and Sandra Kamusikiri; rev. by Dianne Fallon; Dec.: 335-37.

Ayres, Brenda, and Phillip Gibbs; Mythic America: Developing an Interdisciplinary Course; Dec.: 326-33.

Bailey, Beverly; Writing Abstracts to Improve Reading Skills (What Works for Me); Feb.: 58-59.

Bateman, L. Eric; rev. of *The End of Education: Redefining the Value of School* by Neil Postman; Feb.: 66-68.

Baumflex, Sylviane, Dina Bloom, Karl Dettmer, Douglas DiToro, Anita Friedland, Octavio Gooden, Karlene Gooding, Anne Richardson, Janice Hill, Gene McQuillan, Rebecca Mlynarczyk, Frank Percaccio, and Maria Scordaras; Part-Timers, Full-Timers, and Portfolio Assessment; Dec.: 308-16.

Birkerts, Sven; Reading Against the Current; Oct.: 235-42.

Boese, Peggy, Mary Ellen Byrne, and Louise Silverman; The Rewards of a Publication of Student Writings; Feb.: 42-46.

Border Talk: Writing and Knowing in the Two-Year College by Howard Tinberg; rev. by Michael Matthews; May: 167-68.

Brown, Jane Lightcap; Emphasizing the "What If?" of Revision: Serial Collaboration and Quasi-Hypertext; Feb.: 34-41.

Byrne, Mary Ellen, Louise Silverman, and Peggy Boese; The Rewards of a Publication of Student Writings; Feb.: 42-46.

Chapman, Curtis; The Instructional Worth of Essay Length Requirements (What Concerns Me); Dec.: 280-81.

City on a Hill: Testing the American Dream at City College by James Traub; rev. by Patricia J. McAlexander and Carol A. Myers; Feb.: 64-65.

Collective Research at an Urban Community College; C. Ann Ott; Feb.: 7-13.

Community Colleges Train the Professoriate of the Future; Dana C. Elder, Darin Payne, Stan Lauderbaugh, Bryan West, and Janet Wilbanks; May: 118-25.

Composition in the Twenty-First Century: Crisis and Change ed. by Lynn Z. Bloom, Donald A. Daiker, and Edward M. White; rev. by Howard Tinberg; May: 158-62.

Conlon, Jon R.; Poets' Fall (poem); Dec.: 339.

Coping with the Research Paper; Richard P. Profozich; Dec.: 304-07.

Corrigan, John R.; Teaching Writing to Dyslexic Students: A Guide for the Composition Instructor; Oct.: 205-11.

Craft of Peter Taylor, The by C. Ralph Stephens and Lynda B. Salamon; rev. by John Woodrow Presley; Oct.: 248-49.

Cumulative Comment Folders (What Works for Me); Judy Pearce; Feb.: 61-62.

Daigle, Linda J.; rev. of *From Community to College: Reading and Writing across Diverse Contexts* by Jeff Sommers and Cynthia Lewiecki-Wilson; Feb.: 68-69.

Deisler, Judith A.; rev. of *Writing Permitted in Designated Areas Only* by Linda Brodkey; Feb.: 69-71.

Dilgen, Regina; Readers Write; Oct.: 189.

DiMarco, Danette; The Personal Ad: A Medium for Teaching Characterization (What Works for Me); Feb.: 60-61.

Dykstra, Pamela D.; The Patterns of Language: Perspective on Teaching Writing; May: 136-44.

Elder, Dana C., Darin Payne, Stan Lauderbaugh, Bryan West, and Janet Wilbanks; Community Colleges Train the Professoriate of the Future; May: 118-25.

Emphasizing the "What If?" of Revision: Serial Collaboration and Quasi-Hypertext; Jane Lightcap Brown; Feb.: 34-41.

End of Education: Redefining the Value of School, The by Neil Postman; rev. by L. Eric Bateman; Feb.: 66-68.

Evidence and Audience: A Magazine Advertising Activity (What Works for Me); Hayden Bixby Nichols; Feb.: 62.

Fallon, Dianne; *Assessment of Writing: Politics, Policies, and Practices* ed. by Edward M. White, William D. Lutz, and Sandra Kamusikiri; Dec.: 335-37.

Fencing with Words: A History of Writing Instruction at Amherst College during the Era of Theodore Baird, 1938-1966 by Robin Varnum; rev. by Howard Tinberg; May: 158-62.

Friedrich, Dick; In Memoriam: Liz McPherson; May: 104-7.

From Community to College: Reading and Writing across Diverse Contexts by Jeff Sommers and Cynthia Lewiecki-Wilson; rev. by Linda J. Daigle; Feb.: 68-69.

Gibbs, Phillip, and Brenda Ayres; Mythic America: Developing an Interdisciplinary Course; Dec.: 326-33.

Glencoe 17; Robert Haight; Feb.: 27-33.

Green, Andrea; Keeping Literature Alive in the Classroom (What Works for Me); Oct.: 243-44.

Haight, Robert; Glencoe 17; Feb.: 27-33.

Hamilton-Johnson, Lisa; A New Kind of Research Paper: Bridging the Gap between Reader Response and Formal Critical Analysis; Feb.: 14-26.

Harris, Cheryl; Preparing for a Timed Essay (What Works for Me); Feb.: 56-57.

Harris, Mark C.; rev. of *The Research Paper and the World Wide Web* by Dawn Rodrigues; Dec.: 334-35.

Haussamen, Brock; Service Learning and First-Year Composition; Oct.: 192-98.

Houston, Linda; Knowing Learning Styles Can Improve Self-Confidence of Developmental Writers; Oct.: 212-15.

How Does a Reader Make a Poem Meaningful? Reader-Response Theory and the Poetry Portfolio; Sandra Lee Tompkins; Dec.: 317-25.

How to Help Students Avoid *You* (What Works for Me); Charles Kovach; Feb.: 59.

How to Teach the Possessive Apostrophe (What Works for Me); Charles Kovach; Oct.: 243.

If Not Now: Developmental Readers in the College Classroom by Jeanne Henry; rev. by Judith A. (Jay) Wootten; Oct.: 249-50.

In Memoriam: Liz McPherson; Dick Friedrich; May: 104-7.

Instructional Worth of Essay Length Requirements, The (What Concerns Me); Curtis Chapman; Dec.: 280-81.

Juxtapositions by William Vesterman; rev. by Janice Albert; Feb.: 71-72.

Keeping Literature Alive in the Classroom (What Works for Me); Andrea Green; Oct.: 243-44.

Kirschstein, Bette H.; Word Processing Comments on Student Essays (What Works for Me); Oct.: 244.

Knowing Learning Styles Can Improve Self-Confidence of Developmental Writers; Linda Houston; Oct.: 212-15.

Kovach, Charles; How to Help Students Avoid *You* (What Works for Me); Feb.: 59.

Kovach, Charles; How to Teach the Possessive Apostrophe (What Works for Me); Oct.: 243.

Krauthamer, Helene; Oral Presentations in the Research Paper Course (What Works for Me); Oct.: 246-47.

Lauderbaugh, Stan, Bryan West, Janet Wilbanks, Dana C. Elder, and Darin Payne; Community Colleges Train the Professoriate of the Future; May: 118-25.

Laughlin, Thomas; Readers Write; May: 103.

Literacy Narrative as Production Pedagogy in the Composition Classroom, The; J. Blake Scott; May: 108-17.

Literature Student/Literature Teacher: Starting Over after All These Years; Tom Speer; May: 148-57.

Long, Nancy L.; A Persuasive Exercise that Really Works (What Works for Me); Feb.: 59-60.

Mad Professor Lectures Out of Doors, The (poem); William John Watkins; Feb.: 5-6.

Making the Leap: An Interdisciplinary Approach to Composition for Students in Technical Fields; Marilyn R.P. Morgan; May: 131-35.

Martin, Deb; rev. of *Arguing in Communities* by Gary Lane Hatch; Oct.: 250-51.

Matthews, Michael; rev. of *Border Talk: Writing and Knowing in the Two-Year College* by Howard Tinberg; May: 167-68.

McAlexander, Patricia J., and Carol A. Myers; rev. of *City on a Hill: Testing the American Dream at City College* by James Traub; Feb.: 64-65.

Modeling Peer Review Techniques through Group Conferences (What Works for Me); Sue Shirley; Feb.: 63.

Morgan, Marilyn R.P.; Making the Leap: An Interdisciplinary Approach to Composition for Students in Technical Fields; May: 131-35.

Myers, Carol A., and Patricia J. McAlexander; rev. of *City on a Hill: Testing the American Dream at City College* by James Traub; Feb.: 64-65.

Mythic America: Developing an Interdisciplinary Course; Brenda Ayres and Phillip Gibbs; Dec.: 326-33.

Nelson, Alexis; rev. of *When Writing Teachers Teach Literature: Bringing Writing to Reading* ed. by Art Young and Toby Fulwiler; May: 163-65.

Nelson, Betty Palmer; Readers Write; Oct.: 188.

New Kind of Research Paper: Bridging the Gap between Reader Response and Formal Critical Analysis, A; Lisa Hamilton-Johnson; Feb.: 14-26.

Newman, Georgia A.; Trophy for Patti: Best in Stock (poem); Oct.: 190-91.

Nichols, Hayden Bixby; Evidence and Audience: A Magazine Advertising Activity (What Works for Me); Feb.: 62.

Noell, Nancy; Using Personal Experience to Write about Literature (What Works for Me); Feb.: 58.

Oral Presentations in the Research Paper Course (What Works for Me); Helene Krauthamer; Oct.: 246-47.

Ott, C. Ann; Collective Research at an Urban Community College; Feb.: 7-13.

Part-Timers, Full-Timers, and Portfolio Assessment; Sylviane Baumflex, Dina Bloom, Karl Dettmer, Douglas DiToro, Anita Friedland, Octavio Gooden, Karlene Gooding, Anne Richardson, Janice Hill, Gene McQuillan, Rebecca Mlynarczyk, Frank Percaccio, and Maria Scordaras; Dec.: 308-16.

Patterns of Language: Perspective on Teaching Writing, The; Pamela D. Dykstra; May: 136-44.

Payne, Darin, Stan Lauderbaugh, Bryan West, Janet Wilbanks, and Dana C. Elder; Community Colleges Train the Professoriate of the Future; May: 118-25.

Pearce, Judy; Cumulative Comment Folders (What Works for Me); Feb.: 61-62.

Peinado, Kelly; An Interview with Peter Elbow; Oct.: 199-204.

Personal Ad: A Medium for Teaching Characterization, The (What Works for Me); Danette DiMarco; Feb.: 60-61.

Persuasive Exercise that Really Works, A (What Works for Me); Nancy L. Long; Feb.: 59-60.

Poets' Fall (poem); Jon R. Conlon; Dec.: 339.

Portfolios in Literature Courses: A Case Study; Jeff Sommers; Oct.: 220-34.

Preparing for a Timed Essay (What Works for Me); Cheryl Harris; Feb.: 56-57.

Presley, John Woodrow; rev. of *The Craft of Peter Taylor* by C. Ralph Stephens and Lynda B. Salamon; Oct.: 248-49.

Profozich, Richard P.; Coping with the Research Paper; Dec.: 304-07.

Quiz Coupons (What Works for Me); Jane M. Wagoner; Oct.: 247.

Rasmussen, E.W.; rev. of *The Writer's Presence* by Donald McQuade and Robert Atwan; Feb.: 65-66.

Reading Against the Current; Sven Birkerts; Oct.: 235-42.

Research Paper and the World Wide Web, The by Dawn Rodrigues; rev. by Mark C. Harris; Dec.: 334-35.

Rewards of a Publication of Student Writings, The; Peggy Boese, Mary Ellen Byrne, and Louise Silverman; Feb.: 42-46.

Reynolds, Gordon; rev. of *Teaching the Argument in Writing* by Richard Fulkerson; Dec.: 337-38.

Rhetorics, Poetics, and Cultures: Reconfiguring College English Studies by James Berlin; rev. by Howard Tinberg; May: 158-62.

Schevera, Nicholas; Using Performance as an Interpretative Strategy in Teaching Robert Browning's "My Last Duchess;" Oct.: 216-19.

Science and Technology Today: Readings for Writers by Nancy R. MacKenzie; rev. by Gary E. Simmers; May: 165-66.

Scott, J. Blake; The Literacy Narrative as Production Pedagogy in the Composition Classroom; May: 108-17.

Service Learning and First-Year Composition, Brock Haussamen; Oct.: 192-98.

Sestinas and Villanelles from the Inner City; Martha Modena Vertreace; Feb.: 47-49.

Shape of Ideas, The by M. Garrett Bauman; rev. by Gary E. Simmers; May: 166.

Shiffman, Betty Garrison; Readers Write; Oct.: 187.

Shirley, Sue; Modeling Peer Review Techniques through Group Conferences (What Works for Me); Feb.: 63.

Silverman, Louise, Peggy Boese, and Mary Ellen Byrne; The Rewards of a Publication of Student Writings; Feb.: 42-46.

Simmers, Gary E.; rev. of *The Shape of Ideas* by M. Garrett Bauman; May: 166.

Simmers, Gary E.; rev. of *Writing Off Center: An American Issues Reader for Composition* by Shelley Spear; May: 166.

Simmers, Gary E.; rev. of *Science and Technology Today: Readings for Writers* by Nancy R. MacKenzie; May: 165-66.

Sommers, Jeff; Portfolios in Literature Courses: A Case Study; Oct.: 220-34.

Speer, Tom; Literature Student/Literature Teacher: Starting Over after All These Years; May: 148-57.

Styne, Marlys M.; Those Unfamiliar Names and Faces: The Hiring, Management, and Evaluation of Part-Time Faculty; Feb.: 50-55.

Tapping the Sources Within: A Three-Step Approach; Diane Allen; May: 145-46.

Teachers, Discourses, and Authority in the Postmodern Composition Classroom by Xin Liu Gale; rev. by Christian R. Weisser; May: 162-63.

Teaching Democracy with the Letter to the Editor (What Works for Me); Dave Waddell; Oct.: 245.

Teaching the Argument in Writing by Richard Fulkerson; rev. by Gordon Reynolds; Dec.: 337-38.

Teaching Writing to Dyslexic Students: A Guide for the Composition Instructor; John R. Corrigan; Oct.: 205-11.

Theory as Healing; Howard Tinberg; Dec.: 282-90.

Those Unfamiliar Names and Faces: The Hiring, Management, and Evaluation of Part-Time Faculty; Marlys M. Styne; Feb.: 50-55.

Tinberg, Howard; rev. of *Composition in the Twenty-First Century: Crisis and Change* ed. by Lynn Z. Bloom, Donald A. Daiker, and Edward M. White; May: 158-62.

Tinberg, Howard; rev. of *Fencing with Words: A History of Writing Instruction at Amherst*

College during the Era of Theodore Baird, 1938-1966 by Robin Varnum; May: 158-62.

Tinberg, Howard; rev. of *Rhetorics, Poetics, and Cultures: Reconfiguring College English Studies* by James Berlin; May: 158-62.

Tinberg, Howard; Theory as Healing; Dec.: 282-90.

Tinberg, Howard; What Is Composition and Why Do We Teach It? A Review Essay; May: 158-62.

Tompkins, Sandra Lee; How Does a Reader Make a Poem Meaningful? Reader-Response Theory and the Poetry Portfolio; Dec.: 317-25.

Traveling with Willa Cather; Janice Albert; May: 126-30.

Trophy for Patti: Best in Stock (poem); Georgia A. Newman; Oct.: 190-91.

Using Performance as an Interpretative Strategy in Teaching Robert Browning's "My Last Duchess;" Nicholas Schevera; Oct.: 216-19.

Using Personal Experience to Write about Literature (What Works for Me); Nancy Noell; Feb.: 58.

Vertreace, Martha Modena; Sestinas and Villanelles from the Inner City; Feb.: 47-49.

Waddell, Dave; Teaching Democracy with the Letter to the Editor (What Works for Me); Oct.: 245.

Wagoner, Jane M.; Quiz Coupons (What Works for Me); Oct.: 247.

Watkins, William John; The Mad Professor Lectures Out of Doors (poem); Feb.: 5-6.

Weisser, Christian R.; rev. of *Teachers, Discourses, and Authority in the Postmodern Composition Classroom* by Xin Liu Gale; May: 162-63.

West, Bryan, Janet Wilbanks, Dana C. Elder, Darin Payne, Stan Lauderbaugh; Community Colleges Train the Professoriate of the Future; May: 118-25.

What Is Composition and Why Do We Teach It? A Review Essay; Howard Tinberg; May: 158-62.

When Writing Teachers Teach Literature: Bringing Writing to Reading ed. by Art Young and Toby Fulwiler; rev. by Alexis Nelson; May: 163-65.

Wilbanks, Janet, Dana C. Elder, Darin Payne, Stan Lauderbaugh, and Bryan West; Community Colleges Train the Professoriate of the Future; May: 118-25.

Wilson, Smokey; Acts of Defiance (and Other Mixed Messages): Taking Up Space in a Nontransfer Course; Dec.: 291-303.

Wootten, Judith A. (Jay); rev. of *If Not Now: Developmental Readers in the College Classroom* by Jeanne Henry; Oct.: 249-50.

Word Processing Comments on Student Essays (What Works for Me); Bette H. Kirschstein; Oct.: 244.

Wright, Nancy Tranter; rev. of *Writing for Success* by Mary T. Brown and Fredrick L. Hildebrand; Oct.: 251.

Writer's Presence, The ed. by Donald McQuade and Robert Atwan; rev. by E.W. Rasmussen; Feb.: 65-66.

Writing Abstracts to Improve Reading Skills (What Works for Me); Beverly Bailey; Feb.: 58-59.

Writing for Success by Mary T. Brown and Fredrick L. Hildebrand; rev. by Nancy Tranter Wright; Oct.: 251.

Writing Off Center: An American Issues Reader for Composition by Shelley Spear; rev. by Gary E. Simmers; May: 166.

Writing Permitted in Designated Areas Only by Linda Brodkey; rev. by Judith A. Deisler; Feb.: 69-71.